

# Leytonstone School

## TEACHING AND LEARNING POLICY



**Leytonstone**  
SCHOOL

<b>Approved by:</b>	J McQuaid	<b>Date:</b> June 2024
<b>Last reviewed on:</b>	January 2023 by Rondell Wanza	
<b>Next review due by:</b>	July 2025 by Lynne Tanswell	
<b>The policy is communicated by the following means</b>		
<b>Governors</b>	GovernorHub	
<b>Staff</b>	Policy folder in the staff shared area and email	
<b>Parents</b>	School website	
<b>Pupils</b>	School website	

## CONTENTS

1	Vision	Page 3
2	Principles	Page 3
3	Resources linked to the Teaching and Learning Policy	Page 3
4	Expectations	Page 4
5	Monitoring and improving the quality of teaching and Learning	Page 6
6	Assessment	Page 8
7	Marking and Feedback	Page 9
8	Home learning – Cover to Cover	Page 10
9	Initial teacher training and Early Career Teachers	Page 11
10	Implementation	Page 12

### Teaching and Learning (T&L) at Leytonstone School

*“We are both teacher and student; when we make mistakes, we reflect, regroup and improve.”*

## 1 Vision

To create teaching and learning policy that puts the relationship between pupils and teachers at its heart; that facilitates high quality Teaching and Learning and supports pupils to make excellent progress in their learning journey. The policy is designed to be flexible to suit each subject, each teacher, and the needs of each group of Pupils.

## 2 Principles

At Leytonstone School we believe that:

- All pupils should receive the best outcomes possible through quality first teaching and learning.
- As professionals we continually aim to better our own practice and strive for excellence.
- Teaching and learning should be adapted to meet the needs of the individuals being taught.
- All pupils should be inspired to become curious learners who ask questions, are independent and aspirational.
- Success means something different for everyone, and should be celebrated when it is realised.

## 3 Resources linked to the Teaching and Learning Policy

Curriculum Policy	<a href="#">7.1 Curriculum Policy June 2024.docx</a>
Embedding Formative Assessment resources	<a href="#">Year 1 EFA resources</a>
QA process for staff	<a href="#">Quality Assurance Process for Staff .docx</a>
Feedback policy	TO BE ADDED
Teacher Standards	<a href="#">Teaching standards - Meeting and Exceeding in the Standards.docx</a>
Lesson Observation Form	<a href="#">Lesson Observation Form 2024 - 2025.pdf</a>
Teaching and learning support plan	<a href="#">Teaching and Learning Support Plan.docx</a>
Guide to effective marking and feedback	<a href="#">Guide to Effective Marking and Feedback.docx</a>
Department implementation form	<a href="#">Departmental Implementation Policy.docx</a>
Appraisal and Capability policy	<a href="#">Appraisal and Capability Policy 2023 (3).docx</a>
Cover to cover	<a href="#">COVER TO COVER - Home Learning at Leytonstone School.docx</a>

## 4 Expectations

*“We work hard together, hands held, challenged to improve, and we improve, every day.”*

*We have high expectations of the teaching and learning that takes place in the classroom; we believe that the most impactful approach to pupil progress is quality first teaching (high quality, inclusive teaching for all pupils) and the strongest resource are our teachers.*

*At Leytonstone School we expect:*

- Everyone to aim for **excellence**, all the time.
- All staff to have sound **knowledge of their pupils and their context** so that planning, modelling, instructions and scaffolding appropriately support and challenge pupils, enabling access and success.
- Staff to **meet, greet and welcome** pupils at the door.
- Staff to create a **positive, safe environment** free from distraction, discrimination or negative behaviour.
- All staff to engage in the development and creation of **learning resources** to meet the diverse needs of all pupils.
- Pupils to have opportunities to **learn from the ideas of their peers** and to test their own ideas in a supportive and academically challenging environment.
- Pupils to be able to **articulate and discuss** the purpose of their learning.
- Staff to take ownership of their own **professional development**, seeking out opportunities to improve through learning from other colleagues and organisations.
- Staff to develop contextualised **seating plans** based on the knowledge of pupils and context.
- Learners to be engaged promptly at the start of each lesson through an effective **‘Do Now’** activity.
- Staff to acquire **expert knowledge** of examination requirements for their area of discipline.
- Staff to put the acquisition and application of knowledge at the heart of their planning, appropriately **sequencing, repeating** and **assessing** its understanding and application.
- Staff to be the experts and utilise an “I do, we do, you do” approach to **modelling**.
- Teachers to **monitor the progress of their pupils** and to respond appropriately, adapting their future planning based on systematic knowledge of prior and current attainment and progress.
- Staff, in all lessons, to use **formative assessment strategies** to check for understanding (including TLC strategies)
- All staff to **support the needs of all pupils**, especially SEND, disadvantaged and the most vulnerable.
- Staff to develop and embed appropriate **routines** and consistently use the **behaviour policy**, including the awarding of **merits**
- Staff to refer to prior knowledge and **previous learning** to ensure knowledge and skills are retained

Leytonstone School staff aim to achieve excellence in the four key teaching principles the school has identified; expectations and engagement, modelling, scaffolding and checking for understanding; staff should plan to ensure all areas are present in each lesson taught; staff must also meet the minimum expectations as outlined below.

## Teaching and Learning expectations - lessons

<p><b>Minimum expectations</b></p>	<ul style="list-style-type: none"> <li>● Meet &amp; Greet and/or exit routines</li> <li>● 'Do Now' at the start of the lesson</li> <li>● Contextualised seating plan</li> <li>● Upholding expectations of pupil uniform</li> <li>● Correct application of behaviour policy</li> </ul>	
<p><b>Modelling</b></p>	<ul style="list-style-type: none"> <li>● Model new learning/tasks or refer to prior models when teaching</li> <li>● Use appropriate methods to model and allow access to learning</li> <li>● Clarify and discuss common misconceptions</li> </ul>	
<p><b>Scaffolding</b></p>	<ul style="list-style-type: none"> <li>● Teachers effectively scaffold resources so that all pupils are appropriately supported, challenged and stretched</li> <li>● Teachers scaffold activities to ensure accessibility across ability ranges</li> <li>● Teachers consider SEND needs and ensure scaffolding allows access to the learning</li> </ul>	
<p><b>Checking for understanding</b></p>	<ul style="list-style-type: none"> <li>● Teachers use high quality, targeted and deep questioning to improve and secure skills, knowledge or understanding</li> <li>● Teachers use formative and summative assessment to ascertain understanding and modify teaching to get pupils back on track</li> <li>● Teachers address misconceptions</li> <li>● Pupils have the opportunity to ask questions and to clarify understanding</li> </ul>	

## Expectations and engagement

- Teachers inspire learning and encourage learning through: personal presence, choice of activity, pace, richness of resource etc.
- The teacher has high expectations for all pupils. The teacher has excellent subject knowledge and is communicated to the pupils
- Pupils are encouraged to become independent thinkers
- The pupils are actively engaged and curious not simply compliant



## 5 Monitoring and Improving the Quality of Teaching and Learning

*“Every member of our community is dedicated to growth.”*

At Leytonstone School we recognise that no single snapshot can inform the quality of teaching over time, and that it is necessary to triangulate evidence from multiple sources to gauge the effectiveness of our curriculum implementation. Heads of Departments are responsible for monitoring all teaching and learning within their curriculum area, SLT line managers work closely to support the implementation involving department teams where necessary. SLT have the overall responsibility for the Quality Assurance of Teaching and Learning across the school; from time to time external advisors may be used to validate and support our monitoring.

### Quality Assuring Teaching and Learning

The Leytonstone School Quality Assurance (QA) calendar outlines where aspects of teaching and learning will be monitored throughout the year. The QA calendar aims to work quickly and effectively to improve in areas that are identified; guiding and supporting middle leaders to select effective ways to monitor, develop and support their teams to drive excellence.

The QA calendar consists of 4 different focus weeks per term; these are as follows:

<b>Week 1</b>	Lesson observations (whole school) or Department review
<b>Week 2</b>	Teaching and Learning focus
<b>Week 3</b>	Classroom practices
<b>Week 4</b>	Assessment and feedback

The QA calendar outlines four weeks in each term in which the Quality of Education (Q of E) team along with heads of department will consider specific areas of teaching and learning. In each week there will be a different measure to monitor quality (such as learning walks, work scrutiny, pupil voice, feedback sessions etc) The QA calendar aims to do the following:

- Be more bespoke – focus on developmental areas for different teams
- Support development of leadership
- Support department improvement
- Share excellence through the school

## Lesson Observations – The process

All members of staff will be observed twice over the course of each year. If staff are observed as part of a department review this will count as one of their observations. The observers consist of department leads and the Senior Leadership Team (SLT). Early Career Teachers (ECTs) are included in the lesson observation cycles albeit the foci of these observations are specific to the Teachers' Standards (TS) and agreed in advance which TS is the focus of the lesson observation. The foci of the lesson observations for all other teaching staff are expectations and engagement; checking for understanding; modelling; scaffolding; the four key areas of the school's teaching practice are underpinned by the Teachers' Standards.

### Developing practice

At Leytonstone School we believe that, whatever your stage in teaching, you should continue to develop your practice. Each staff member, in each observation, is set an action point. It is the expectation that, before the next observation, they will have engaged with a form of development to improve this area of their practice allowing for more bespoke, carefully planned, direct development.

The lesson observation template allows observers to identify teacher's strengths and areas for development in each of the four key teaching areas (see the *Lesson Observation Form*). Observers consider progress made toward previous action points; this ensures more cohesive, developmental and meaningful process.

The School is committed to the development of practice. Over the next two years, to support the Teaching and Learning foci within the School Improvement Plan (SIP), the school have committed to 'Embedding Formative Assessment' programme led by the SSAT. Through this programme staff will engage with 'peer-to-peer' observations across the academic year further strengthening Continuous Professional Development (CPD) opportunities through Teacher Learning Community partnerships.

### Minimum expectations

The school have a shared set of minimum expectations that must be met in every lesson;

- Staff meet & greet and/or use exit routines
- There is a 'Do Now' at the start of the lesson
- Each class must have a contextualised seating plan
- The staff member upholds expectations of pupil uniform
- The correct application of behaviour policy is seen.

Anybody not meeting these minimum expectations will be observed within 6 weeks with a focus on minimum expectations. Anybody not meeting these minimum expectations will be observed within 6 weeks with a focus on minimum expectations by the HoD and SLT line link

### **Observation feedback**

We are committed to maintaining a supportive and non-judgemental culture, which is reflected through the verbal and written feedback teachers receive about their practice – Written feedback is recorded on SISRA Observe. However, we do recognise that there are times when staff will require more prescriptive support. This may be directed by a Head of Department or from a member of SLT, and will be detailed in a support plan, which will not last longer than 6 weeks (see *teaching and learning support plan*). Failure to make progress through a support plan may lead to formal capability. Please refer to the *Appraisal and Capability policy* for details about this process.

### **Sharing best practice**

At Leytonstone School we are committed to ensuring that all teachers are given the opportunity to develop and share best practice. Firstly, through rigorous Performance Appraisal, where staff self-evaluate against the Teachers' Standards and set personal teaching targets for themselves that are closely linked to the School Improvement Plan (SIP). Secondly, through CPD, which is based on individual professional needs, the requirements of departments and whole school/national developments. We expect all our staff to support one another's development by delivering CPD, at least at the department level, to help improve teaching and learning across the school.

Lesson observations are also triangulated with department quality assurance processes to also determine where support is required for staff.

### **Observations overview**

- Observations of all staff take place twice per school year
- Where a department review has taken place this observation will count as one of the observations
- Observations are linked to previous action point/s (expectation and engagement, checking for understanding, modelling, scaffolding) – the observers refer to the previous targets in their feedback
- Pupil voice and feedback are considered in lessons
- In the event a member of the teaching staff does not meet the minimum expectations of a lesson observation they must be re-observed in a lesson of their choice. Where minimum expectations are not met a second time an informal support plan is put in place for the member of staff

- Verbal feedback is given promptly (ideally within 48 hours) and written feedback should follow this which includes strengths and an action point/s
- Staff must engage with their action point/s and reflect on their feedback
- Calendared CPD and coaching to develop teaching and learning from the Teaching and Learning team
- Staff strengths are identified – best practice is shared with teams/whole school

## 6 Assessment

*“We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains.”*

At Leytonstone School we believe that all adults should provide accurate, useful feedback to our pupils that will make a difference to their outcomes both academically and personally, emotionally and socially.

### Assessment calendar

The school outline, at the start of the year, when assessments take place for each subject in each year group thus allowing pupils and families to prepare for these. It also allows the Teaching and Learning team to consider the calendar of assessments and ensure an even spread across the year. Timings of assessments should be considered when planning the curriculum; assessments should not happen for assessment sake but be timely and fully considered in terms of why it is being completed and what will happen as a result of it. The school’s data collection calendar should be considered in ensuring that robust assessment has taken place and quality data provided. However, data collection should not guide the timings of assessments.

There are times in the school calendar where whole school assessment takes place; these happen at KS4 and are calendared with oversight by the exams team.

When planning assessments departments should consider the school’s assessment principles.

### Principles around assessment

#### Planning the assessment

- Assessments must be planned with consideration of the pupils stage
- Assessments must cover content that has been taught
- Assessments should be cumulative; test prior learning
- Assessments must Have a clear mark scheme which is used by all markers
- Pupils in the same year group sit the same assessment (unless tiers are involved)
- Timings of the paper are appropriate for the content

### Assessment preparation

- Pupils are given notice of the assessment - at least 2 weeks
- Revision advice and materials are provided as best practice; these should be appropriate and relevant to the stage of the pupils. Pupils should not be overwhelmed by large amounts of materials.

### Practice following assessment

- Question level analysis of the assessment - where possible in teams
- Identify pupil misconceptions from the assessment
- Plan in time for feedback to pupils in 'Growth lessons' - feedback to include areas of strength and key areas for development (in line with the school's feedback policy)
- Consider shared marking or blind marking in order to ensure reduce the impact of biases
- Moderation should take place to ensure consistency of application of mark schemes

## 7 Marking and Feedback

Marking should serve a sole purpose; to advance pupil progress and outcomes. Each department within the school has their own strategy for marking and feedback which suits the curriculum, nature of the subject and develops pupil outcomes. Feedback can take different forms and departments should consider if the time spent on marking and feedback is commensurate with pupil progress. Leytonstone recognises that the provision of more detailed written feedback to pupils can have an important role to play in supporting their learning; heads of department (with the support of SLT) should decide where this is required. The school is sympathetic toward workload issues associated with marking and assessment and consider this in the calendaring and expectations of marking. Teachers should consider strategies outlined in the *Guide to effective marking and feedback*

### Marking and feedback overview

- Staff provide regular feedback to all pupils, not only on formalised work (summative assessments) but also through daily interactions in the classroom (see *feedback policy*)
- Department teams determine how feedback will be delivered in practice so that there is consistency in its application within departments
- Marking of pupil work must inform the planning process and address misconceptions in the classroom

- Feedback to lead to responsive activities planned by staff so that it has a direct impact on pupils' outcomes.
- Pupils act on feedback - Feedback to mean more work for pupils than for teachers and time is dedicated for pupils to implement it in their learning 'Growth Lessons'.
- Class teachers to communicate the methods of feedback to their pupils and to ensure that all pupils understand how to use the feedback to make progress.
- Use knowledge of the pupils starting points and current assessment data to inform

## 8 Homework

*"We seek experiences which will broaden our horizons."*

At Leytonstone we are committed to providing valuable and meaningful home learning that supports and challenges pupils. Homework can recap prior learning, provide opportunities to study new concepts or extend pupils' understanding beyond what is explored in the classroom. The regular setting and completion of home learning is important in ensuring that they achieve their very best; they will learn to reflect on their learning and progress and develop into responsible and independent learners. Homework should challenge pupils to work independently, but be scaffolded for accessibility.



### Setting of homework - expectations of the school

Homework tasks are set via Google Classroom, but could sometimes include resources provided in other formats such as a homework booklet. Homework may also require pupils to access different IT platforms (e.g. Seneca, Sparx etc)

At Leytonstone we believe that home learning:

- Requires careful **planning alongside the curriculum** to enhance its delivery.
- Should be **relevant, clear** and **linked** to learning in class
- Should be **monitored** by teachers for its efficacy.
- Should be **challenging** and be scaffolded for accessibility
- Should provide opportunities to promote **independence** and **self-confidence**.
- Encourages **parental cooperation** and **support**, involving them in the learning process.

### Teachers and departments will:

- Plan homework into **schemes of learning** in order that it is relevant
- Set homework according to the frequency outlined below
- Check pupils have completed their homework and log sanctions where they have not

- Refer to or feedback on homework in lessons - teachers are not expected to mark individual pieces of homework unless this is an identified summative assessment as part of the scheme of learning.

### Frequency of setting

- **Years 7–9:** Core subject homework set weekly, other subjects bi-weekly (PSHRE, PE do not set home learning)
  - Homework should take (on average) approximately 30 mins in each subject
- **Years 10–11:** Weekly homework in core and option subjects
  - Homework to take approximately 45 - 60 minutes for each subject

### Expectations of pupils

Pupils are expected to engage with their homework.

- **Complete their homework on time** and do their best
- **Ask for help** if they don't understand something before it's due
- Use **GoogleClassroom** to support them in managing their work
- **Stay organised** – use their planner to keep track of deadlines
- **Respect deadlines** – they are expected to hand homework in on time

### Consequences for incompleteness of homework

Incompletion of homework or homework that does not meet teacher minimum requirements, will lead to a 40 minute detention.

The school understands that pupils' lives are sometimes unpredictable and on occasion a child's ability to complete homework may be hindered. In cases such as this, teacher's discretion should be used where pupils have communicated, with the teacher, prior to hand in (at least a day before), an appropriate reason for delay. However, consistent incompleteness should be followed up and not accepted. In most cases, **incompleteness of homework or homework that does not meet teacher minimum requirements, will lead to a 40 minute detention.**

### Expectations of families

The school expects families to encourage their child to engage fully with homework set. Families should also work with the school in regularly monitoring the completion of their child's homework. Families should work to provide a suitable space for their child to complete homework. If this presents as a challenge, then they should consult with the school to ensure that support is put in place to allow their child to do so.

## 9 Initial Teacher Training and Early Career Teachers

*“We are the future; we shine bright; we are powerful beyond measure.”*

*We are committed to building learning experiences for Initial Teacher Education (ITE) and Early Career Teachers (ECT) by:*

- Building our ITE/ECT programme around the DfE ITE framework and enshrining the principles and procedures as outlined by the school's 'Induction of Early Career Teachers' policy and DfE guidance.
- Working alongside our training providers to ensure effective delivery of the Early Career Framework
- Providing high quality professional development through a calendared CPD programme
- Scheduled and regular mentor meetings
- Providing an in school mentor to all ITEs and ECTs
- Regularly observing and giving feedback matched to the Teachers' Standards, in individual lessons and in termly reviews.
- Making opportunities to regularly observe other colleagues
- Providing opportunities to engage with and complete academic research about teaching and learning.

## 10 Implementation of this Policy

*"As Leytonstone citizens we know what we want and we know how to get it."*

At Leytonstone School we recognise there is no one right way to teach, and that each department will have unique pedagogical approaches to ensure effective implementation of their curriculum. We also recognise the need for there to be consistency of teaching and learning within departments. Therefore, each department is expected to use this teaching and learning policy to create a department specific sub-policy which, will be reviewed annually and sets out:

- The department's rationale or intent
- The department expectations of pupils
- The explicit pedagogical approaches used to ensure consistency of curriculum experience
- Assessment of key knowledge and skills - retrieval and recall
- The methods and frequency of marking and feedback employed by the department
- The department's approach to Cover to Cover
- The process for monitoring and improving the quality of teaching and learning within the department

See the department implementation proforma for a template.